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TRAINING PACKAGE COURSE PROGRAMME

FOR

UNIVERSITY STAFF DEVELOPMENT PROGRAMME CO-ORDINATORS

1. During their 2nd Conference, the Vice Chancellors, rectors and chief accademic officers of Institutions of higher learning adopted a Mbabane Programme of action which after reviewing the socio-economic crisis facing Africa, adopted measures that were their response to the crisis. Among these measures was a commitment to strengthening their staff development programmes for the improvement of teaching and learning as well as re-orienting the research and consultancy functions to development constraints.

2. The commitment to strengthening of staff development function is indeed a welcome re-enforcement of the on-going DSE sponsored and ECA executed programme of workshops for the improvement of teaching and learning in universities of the Eastern and Southern African sub-region.

3. Co-ordinated by the continental co-ordinating committee, these teaching learning improvement workshops are a part of the long terme objective of establishing centres for research and development into and improvement of teaching and learning: an idea mooted at the International Workshop on strategies for improving university Teaching and Learning in Africa; held in Nairobi 13-21 September 1982.

4. Subsequent to the increased involvement in the workshops for improvement of teaching and learning in universities, some universities which had already established the programmes redoubled their efforts in expanding their scope and putting the programme on a much firmer if not permanent basis. Others which hitherto had not established the programme have demonstrated interest in and established committees to look into the establishing their own centres and programmes for the improvement of teaching and learning in their universities.

5. This seminar-workshop is for university staff who are concerned with the implementation of the Vice-chancellors commitment to staff development through (i) developing and seeing to viable operation of programmes, of research into and training for improvements of higher learning institutions' critical functions ie (research, teaching and learning, guidance and counselling, consultancy and informatics) (ii) career development of staff not only in teaching but also for technical and administrative support and other staff of higher learning institutions (iii) ensuring the growth and development of higher learning institutions towards a much more responsive posture to their client/parent governments, community and industries; and (iv) fostering meaningful interface and normative linkage relationship between institutions of higher learning and their parent and client governments, industry and the community in the discharge of their social responsibility.

6. In particular, the workshops are for identified or earmarked to (a) plan develop and institutionalize staff development programmes for the improvement of university teaching and learning and the related functions of research, guidance and counselling, consultancy and information - for dissemination and diffusion of new development ideas- knowledge, and technology; (b) serve as co-ordinators of university staff development programmes.

7. The need for organizational development (OD) and staff development in universities needs no justification. It can be explained in the prevailing instability, student restlessness, the subsequent commotion in and closure of universities. Amid all these is the accusation of universities (i) not engaging in functions for

which they were established, (ii) not teaching at all and often serving as centres of subversion. Very often universities have been seen as ivory towers devorced from the realities of development effort. Concerned as institutions with a social responsibilities, many universities are now perceived as unable to discharge and manage the impact of social responsibilities.

8. The above mentioned and many others are at best symtomes of the strained university-Government, industry and community relationships arising from changes in what is expected of universities; and changes to which universities are perceived as not responding to appropriately. The need is therefore not only for a mechanism in universities to interface and link up with their client governments, industry and community but also to re-orient, up-grade and improve their major functions of research, teaching and learning, consultancy and publication functions as a basis for operationalizing the required university-Government, industry and community interface.

9. Unlike other social institutions which engage in research and development activities with a view to developing new processes, techniques and technology in the fulfilment of their missions and functions, institutions of higher learning hardly conduct research and development activities for development of new procedures, methodology and techniques relative to their of research, teaching and learning, guidance and counselling, consultancy, informatics, testing and evaluation and publication functions. The workshops are designed to facilitate a move in that direction.

10. Whereas other social and production oriented institutions insist on taking on technically competent and professionally prepared staff, institutions of higher learning hardly take in or train those that are already prepared in the professional practice of teaching; and while there are institutions which train teachers for primary and secondary education, there are none that train and professionally prepare those who teach in universities and other institution of higher learning. The workshop is therefore a modest start in enabling university teaching staff to appreciate the intricasies of teaching and learning and how to improve it as a basis for developing and engaging in (i) research and development of new ideas, procedures and technology required for more efficient discharge of the function teaching and learning, (ii) sustained staff development programme for on-the-job preparation and career enhancement of those engaged in teaching/lecturing in institutions of higher learning.

11. Moreover effective teaching and learning is not only a function of the lecturing staffwho in addition to be mastery of the subject they teach, they also excell in the professional practice of facilitating learning, it is also of (i) a student body that is intrinsically motivated, ready to learn and responsive to the institutional, strategic and logical acts of teaching, (ii) technological support staff who excell in structuring and setting up teaching-learning environment and equipment (iii) administrative support staff that emphazises and is responsive of the needs of staff and sets up a climate conducive to getting

the most out of staff material resources. Thus any programme that aims at the improvement of those who teach, must also incorporate those whose action might affects the teaching learning process of students and staff, thereby underscore the need for a comprehensive staff and student development programmes.

12. Designed to:

12.1 appraise and familiarise the related staff to factors indicative of the need for comprehensive staff development programmes, the workshops will: Review and define the nature and scope of the prevailing development issues, determine the implications of the development crises to institutions of higher learning and determine the subsequent adjustment and re-orientations by institutions of higher learning in response to their changing environments.

12.2 Take into account the crisis situations and the changes in what is expected of institutions of higher learning, thereby review the mission and functions of universities with a view to assess their capability and determining the necessary adjustments and re-orientations to enable them fulfill the new roles.

12.3 Determine the function and role of staff development programmes and staff development co-ordinators, Thereby appraise and familiarise them of the nature and dimensions of staff development programmes.

12.4 Define the roles and functions of the organizational framework required for spearheading the programmes for the improvement of teaching and learning in universities.

12.5 Determine the competencies required of staff development programmes co-ordinators, thereby develop a programme for their training and self development.

12.6 Analyse the key roles and functions of the various university employee occupational groups, define their managerial, technical and professional skills profiles, thereby develop an indicative programme content for their professional re-orientation, updating and career growth with a view to improving teaching and learning in the respective universities.

12.7 Review and appraise participants of the available range of staff and organizational development strategies, methods and techniques as well as media used in teaching and learning situations.

12.8 Evolve a model representative of possible task roles of staff development coordinators and the envisaged centres.

13. To this end the following agenda item , content areas, and the related annotations are envisaged for the workshop/seminar.

Agenda Items and Content Focus	Annotations and Outputs
1. Development issues, crises stresses and strains; and their implication to institutions of higher learning; Analysis and definition of the nature and magnitude of development issues, crises, stresses and strains; Identification and definition of emergent, expectations' demands (external and internal) and their relation to mission, role and functions of higher learning institutions; Re-appraisal and redefinition of university mission; roles and functions in relation to changing environmental development issues, expectations, stressed and strains and demands on institutions of higher learning.	Through panel presentations and subsequent group discussions, report back and summative lecturette, the sessions (i) analyses and defines the nature and magnitude of development issues, crises, the subsequent stresses and strains as well as implication to higher learning institutions' mission, roles and functions, (ii) re-appraises and redefines the mission, roles and functions of higher learning institutions in relation to changed expectations and demands on higher learning institutions (iii) develops measures for adjustments and alternative directions.
2. Adjustments and re-orientations in missions, roles and functions and organizational set up for responsiveness. Mission and role re-orientation; and definition of new emphasis in research, teaching and learning, guidance and counselling, consultancy, informatics and the evaluative process functions. Identification and redefinition of redefined: (i) staff role execution needs (ii) organizational development (OD) needs	Through pannel presentations, group discussions and report back as well as synthesized and summative lecturettes; this session is to crystalize (a) the redefined key roles, functions of and special responsibilities of higher learning institutions; and (b) the rationale and justification for new emphasis in each of the roles and functions, (c) staff roles and functions, related competencies and short-comings; and their training and organizational development needs. (d) required mechanism and interface with parent/client government, community and industry for effective (i) application of redefined and reconstituted roles and (ii) maximizing impact in appropriately responding to

	Prevailing development crisis, and its subsequent stresses, strains and demands on higher learning institutions. Through lecture and discussion sessions the module analysis, defines and describes existing (i) administrative structures (ii) occupational groups of staff critical in supporting and facilitating the accomplishment of the identified interface: thus deriving the related organizational and staff development needs for each of the occupational groups.
Analysis and definition of university staff occupational categories, their respective roles, and required competencies.	Through lecture, group discussions and assignment exercises, the session develops plans and strategies for the execution of a sample: (i) organizational development programme; and (ii) selected occupational group-staff development programme, thereafter evolves ideas on the structure, organizational units and functions of a centre for managing and executing on a sustained and self renewal basis, of the higher institutions organizational and staff development programmes.
Design, development and execution of: (i) organizational development programmes. The case for a center for sustained Research and development of university key functions. (ii) Staff development programmes - the case for comprehensive and integrated staff development	
3. Identification and definition of required interface between government, community and industry. Planning and scheduling required interface and interractions for effective discharge of universities social responsibilities. Analysis and definition of structures, procedures, and practices required for sustaining the university-governement, industry and community interface.	
4. A systems approach to training 5.1 general systems concepts and phases - 5.1 Systems application to training and staff development in institutions higher learning:	Through task-oriented group work, report back and summative lecturette sessions, this unit will (a) define the notion of "systems" and identify the general systems phases; and (b) apply the notions, phases and procedures to (i) analysis and definition of the related target groups

	(a) analysis and definition of (i) range of participating staff, their occupational groups, roles and skills and their respective training needs; (ii) programme content for each of the occupational groups; (iii) training and staff development objectives (iv) Training strategies and techniques (b) Design and development of (i) organizational and staff development programme content, curriculum, scheme of work, lecture notes and plans, content sequencing and schedules, (ii) an instructional system; (iii) Evaluation format and instruments; (iv) Instructional methods, and learning spaces; (c) Evaluation of: (i) Pre-and post learning outcomes and ex-post evaluation impact (ii) pre- and post-teaching activities, accomplishments and impact (iii) curriculum relevance and sampling (iv) time, resources and other extraneous operating conditions (v) course in terms of participants reaction, learling outcomes, accomplishment in terms of working behaviour change; and impact in terms of university improvement in performance of its functions. (d) Operational monitoring for quality control and management of university impacts.	for university staff development programmes their occupational categories, roles and functions as well as skill profiles (iii) defines broad content areas and instructional groups, the related objectives, strategies, as well as the staff and material resources requirements, (iv) evaluation formats, instructional methods strategies, as well as a mechanism for operational monitoring for quality control of the programme. In the end, this module will review and develop a package programme for staff development relative to improvement of teaching and learning (i) related participating-teaching staff, roles defined, content areas for developing competence in each role, (ii) potential instructional staff, methods and media (iii) teaching facilities and space, as well as how they intent to approach the programme-modules, etc. (iv) ideas on how it is to be evaluated and continuously monitored
5.	Instructional methods and techniques 1. General overview of the range 2. Categories for maximizing learner and total top management involvement, maximizing relation of various instructional objectives:	The module is to identify (i) a whole range of methods and techniques as universally known and commonly used in university and familiar with participants; (ii) categories in the methods i.e. those methods which (i) induce teacher-learner passiveness or activeness, (ii) maximize learning at cognitive, affective and psychomotor

	Cognitive	Levels; thereafterthe module will (i) discuss and develop the selection criteria, and (ii) attempt to select commonly used methods, thereafter determine the inefective aspects of their use; and provide an opportunity - through micro-teaching session for the improved use of each method; determine the ineffective aspects of their use; and provide an opportunity - through micro-teaching session for the improved use of each method.
	Affective	
	Psychomotor	
	3. Selection criteria	
	4. Use, practice and application of selected methods	
6.	Instructional media and equipment	Through problem analysis, group work, report back and lecturette activities, the session is to (i) identify the scope and range of available media, and those commonly used in their institution, (ii) categorise them in terms of projected, and non-projected, hard and the related software (iii) develop a selection criteria, and provide an opportunity for the practice in the use of selected ones.
	1. General overview and range	
	2. Categories	
	3. Selection criteria	
	4. Use, practice and application of selected media	
7.	The teaching/lecturing-learning process	Through question and answer, the session is to (i) define learning (ii) determine the types and conditions relative to each type of learning; (iii) determine factors affecting or problems within teaching/learning situations, thereby derive aids to facilitating learning; (iv) determine the orientations and characteristics of the various orientations to teaching (v) list the various activities engaged in by lecturers/teacher in the course of teaching, categories them and determine which ones facilitate effective teaching, thereby attempt to develop a personnal philosophy of teaching.
	1. Types and conditions of learning	
	2. Factors affecting learning	
	3. Aids to facilitating learning	
	4. Types and orientations in teaching/lecturing	
	5. Activities of teaching/ lecturing	
	6. Towards a theory of instruction	

8.	Communication process 1. Theoretical setting 2. Communication and teaching/ lecturing, learning and change 3. Communication bottlenecks	Through group-work, lecturettes and exercises, the session will determine (a) major elements and purpose of communication process (b) the relationships between communication and (i) teaching (ii) learning, and (iii) change; and (iv) the role of teaching in facilitating change, focusing factors that might hinder effective communication.
9.	Evaluation of training and staff/ Organizational Development programmes 1. The evaluative process, nature, major concepts, principles, and component phases 2. Focus - What is evaluated and beneficiaries: types and utility 3. Methodology, techniques and instruments	Through lecture theoretical inputs, group work activities, and report back plenary sessions, the session is to explore the nature and scope of the evaluative process, determinate the whats and whens of evaluation, focussing on the various instruments of the evaluative process, thereafter, the treatment and reporting of data.
10.	Organizational development strategies, methods and techniques 1. Planning and management of change (i) nature, dimensions and levels of change	Through lecture theoretical inputs, group work activities and report back summative plenary sessions, the session is to explore and identify the nature, demensions and levels of change and determine how the change process relates to teaching and learning.
11.	Principles and model of approach: to staff development: 1. Critical task roles and procedures of (i) University staff development programme co-ordinators and (ii) the centre within which he/she will operate.	Through a pannel discussions of various experiences and practices in staff development, the session develops models of staff development and determines the modality for applying the models in participants' own universities.